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ABSTRACT

Implemented by personnel in the Department of Educational Management at New Mexico State University, this program trained 32 American Indian teachers to become elementary school principals during 5 1-year cycles. Program candidates held bachelor's degrees from accredited universities, had taught 3 years at the elementary level, and demonstrated career commitment to administration of Indian elementary education. The curriculum included standard credits for the Master of Arts in Educational Administration and additional courses such as tribal-community relationship, cultural maintenance, fiscal responsibility, and faculty growth. Students completed an internship at schools with high Indian populations in six states. Surveys to measure employment status of program graduates and their perceptions of the quality of the program found 57% of the 18 respondents employed in administrative positions, 39% in education-related fields, and 4% employed in fields not related to education; 89% of respondents rated the program very good to excellent. Perceived program strengths included course selection and diversity, internship, program personnel, and peer group relationships. Program weaknesses included course content in Indian education, general education, and administration, and job placement services. A program recruitment brochure and a list of program participants, their tribal affiliation, internship site, and degree date are appended. (LFL)

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AN ELEMENTARY PRINCIPAL PREPARATION PROGRAM FOR AMERICAN INDIAN TRAINEES

Final Report

ED265001

By

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Prepared for the Rockefeller Foundation
September 1985

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INTRODUCTION

An Elementary Principal Preparation Program for American Indian Trainees was funded by the Rockefeller Foundation and was initiated and implemented by personnel in the Department of Educational Management in the College of Education at New Mexico State University. The Department of Educational Management coordinated with the American Indian Program at New Mexico State University throughout the duration of this training program. This training program was originally funded in 1978 by Darrell S. Willey and then funds were extended for five subsequent cycles. During these five cycles, 32 fellows, nicknamed "Rockies," were trained to become elementary principals in schools with large American Indian populations. This report will provide a summary of the program and will present information ascertained in a survey conducted on the Rockies.

THE PROGRAM

The training program comprised many elements, integrated together to approach the education of the Rockies in a way that would provide them with personal and financial support as they attained professional growth. A concerted effort was made by the program directors to recruit and select qualified candidates and to design and implement a sound educational program for those candidates.

Personnel

Two men co-directed the program throughout the five cycles. They were:

Harry Lujan, Director
American Indian Program
New Mexico State University

Timothy Pettibone, Director
Educational Research Center
New Mexico State University

Both co-directors worked together as program advisors to the Rockies. Harry Lujan functioned as administrative advisor, while Tim Pettibone functioned as academic advisor. Both men served as ex-officio members of the Advisory Council.

The Advisory Council was established to advise the program co-directors, faculty, staff, and Rockies. Although it was hoped that the membership of this council would remain intact, the membership changed somewhat during the five-year program. People who served on the Advisory Council were:

Dr. Noah Allen, Superintendent
Phoenix Indian School
Phoenix, Az
(Euchee)

Ms. Jo Ann Hill, Instructor of Health Science
Department of Health, Physical Education
and Recreation
New Mexico State University
Las Cruces, NM
(Creek)

Mr. Lester Hudson, Administrative Assistant
to the Chairman of the Navajo Nation
Window Rock, Az
(Navajo)

Dr. Gene Leitka, Director of Research
Bureau of Indian Affairs
Albuquerque, NM
(Creek-Seminole)

Ms. Carol Lujan, Counselor
Albuquerque Public Schools
Albuquerque, NM
(Navajo and Pima)

Ms. Marlaine Navarjo, Counselor
Albuquerque Public Schools
Albuquerque, NM
(Santa Clara Pueblo)

Mr. Alan Riley, Counselor
American Indian Program
New Mexico State University
Las Cruces, NM
(Laguna Pueblo)

Mr. Steven Salway, Director
Placement and Career Services
New Mexico State University
Las Cruces, NM
(Pine Ridge Sioux)

Ms. Marilyn Sando, Graduate Representative
New Mexico State University
Las Cruces, NM
(Laguna Pueblo)

Mr. Edward Suina, Assistant District Attorney
Las Cruces, NM
(San Juan Pueblo)

Mrs. Betty Watson, Administrative Assistant to the
Vice President of Finance Office
New Mexico State University
Las Cruces, NM
(Navajo and Choctaw)

Ms. Margaret Wilcox, Bilingual Specialist
Ganado, Az
(Navajo)

Ms. Nora Yazzi, Specialist
Indian User Services
ERIC/CRESS
New Mexico State University
Las Cruces, NM
(Navajo)

Other personnel important to the program were the consultants. Because the training program included an internship often located in remote areas, these consultants substituted for the co-directors by observing and evaluating the Rockies while serving their internships.

The other group of personnel involved in the program was, of course, the Rockies themselves. These program participants applied for and were accepted to An Elementary Principal Preparation Program for American Indian Trainees.

Recruitment and Selection

Information about the training program in the format of a brochure (Appendix A) was broadly disseminated. The purpose of this brochure was to inform possible candidates of the educational opportunity open to them at NMSU and to supply them with an application for admission into the program.

Admissions criteria were established for the program. The optimal criteria were designed to assure the selection of well-qualified participants. Selection of well-qualified participants was essential to assure that those admitted would be likely to complete the program successfully and then serve as elementary principals in Native American schools. The admissions criteria for the program included such optimal requirements as legal status as an American Indian; successful completion of a bachelor's degree from an accredited university with a grade point average of at least 3.0; possession of a raw score of at least 32 from the Millers Analogies Test; successful, confirmed completion of three years of teaching at the elementary level; demonstrated career commitment to the administration of Indian

elementary education; and letters of recommendation from tribal officials, former professors, and/or employers.

A selection and screening committee, composed of NMSU officials involved at various capacities in the training program, carefully reviewed the applications and selected ten candidates for each cycle. It should be noted that, although ten candidates were chosen for each cycle, ten did not actually participate in the training program for each cycle due to last minute changes in the candidate's plans. A list of the candidates who actually participated in each cycle is presented in Appendix B. Those Rockies listed in Appendix B participated in a specially developed curriculum.

Curriculum

This training program combined the standard 31 to 34 credits for a Master of Arts in Educational Administration, but included additional coursework so that the Rockies would specialize in the area of administration of Indian Education. These added courses were concentrated in seminars and an internship designed to supply these future educational leaders with the knowledge and understanding specific to the needs of those educating Indian children and aid them in their work in a tribal context. Additionally, attendance of at least one professional conference was encouraged to promote professional growth.

The program was designed to instruct the participants in the following managerial facets: curriculum-instruction; pupil personnel; faculty growth; fiscal responsibility; tribal-community relationships; and cultural maintenance. To instruct the Rockies in these areas, various combinations of the following courses were required. The combinations varied slightly between cycles.

EDUC 421	Fundamentals of Native American Education
CEP 547	Guidance in Elementary School
EMD 530	Management of Educational Change
EMD 579	Legal Aspects of Educational Administration
SP ED 454	Education of Exceptional Children
SP ED 481	Special Education Practicum
EMD 570	Foundations of Supervision
EMD 587	Human and Community Relations
EMD 576	Educational Finance
EMD 566	Practicum

EDUC 505	Reading and Language Arts
EMD 501	Education in the Native American Community
EMD 569	Educational Data Processing
EMD 575	The Principalship
EMD 583	Management of Community Education
EDUC 519	Teaching the Culturally Different
SP ED 548	Field Experience in Special Education
CEP 540	Principles of Guidance
RDG 455	Diagnostic Teaching of Reading in the Elementary School
EDUC 535	Curriculum
EMD 598	Special Research Programs

In addition to completion of these courses, each Rocky was required to participate in a supervised internship. The purpose of these internships was to give each Rocky the opportunity to apply theory and knowledge gained from the coursework in a supervised, practical setting.

Selection of the internship site for each Rocky was a joint effort involving the Rockies themselves, the prospective site directors, and the program co-directors. The Rockies were encouraged to explore possible sites, make contacts with directors, and inquire about the feasibility of an internship in this site. However, the program co-directors in coordination with the directors of the sites officially assigned site locations.

The sites were varied and included small and large Bureau of Indian Affairs schools as well as public schools with a high concentration of Indian population. The Rockies were placed in sites, both urban and rural, in six states. Appendix B lists internship sites where each Rocky was placed.

The performance of the Rockies while serving their internships was evaluated by three evaluators: the internship site director; the program co-directors (or a substitute consultant); and the Rockies themselves. Close contact with each Rocky was maintained by telephone, mail, and site visitations.

Successful completion of the coursework and the internship made the Rocky eligible to receive the Master of Arts in Educational Adminstration from NMSU and fulfilled requirements for administrative certification in New Mexico. Appendix B lists each Rocky with degree awarded.

To ascertain how successful the Rockies were in finding employment as elementary principals in Native American schools, a survey was instituted. The survey was conducted in two parts: an initial survey and a follow-up survey. Both surveys took the form of a cover letter and a questionnaire printed on a postcard.

Survey Information

The cover letter in the initial survey (Figure 1) was written in a friendly tone and established two purposes for the correspondence. The first purpose mentioned was to maintain contact with the Rockies and the second purpose was to solicit information for a final report for the Rockefeller Foundation. The letter asked the Rockies to answer the questions on the postcard so that their responses could be used in the report. A promise of confidentiality was given. A deadline for responding was set and an incentive was offered to send each Rocky a list of all Rockies with current addresses so that they could all remain in contact.

The mailing address of the Educational Research Center at NMSU was printed on one side of the survey postcard (Figure 2). Blank lines in the upper-left corner were printed to encourage the Rockies to include their names and return addresses. The questionnaire was printed on the other side of the postcard. The questionnaire included four questions.

Question 1 solicited information about the present employment status of each Rocky. The question asked for information in two areas: (1) the location or place of employment, and (2) the position or capacity of employment. Both of these questions requested brief, specific information.

Question 2 solicited information about the Rocky's perception of the over-all quality of the training program. The question asked that the program be rated from 1, which corresponded to "Poor," to 5, which corresponded to "Excellent." This question requested brief, specific information.

Questions 3 and 4 solicited information about what the Rocky perceived as strength(s) and weakness(es) of the program. Question 3 asked about strength(s) and Question 4 asked about weakness(es). These two questions requested information in a list or in narrative form.

A copy of the cover letter and the postcard was sent to each of the 32 Rockies. However, the response was disappointing. Out of the 32 who received the survey, only 10 responded. (Three letters were returned unopened because the recipients had moved and failed to leave forwarding addresses.) The low response rate

COLLEGE OF EDUCATION
THE EDUCATIONAL RESEARCH CENTER

OFFICE OF THE DIRECTOR
Box 3RI/Las Cruces, New Mexico 88003
Telephone (505) 646-1708

NEW MEXICO STATE UNIVERSITY

February 26, 1985

Sylvia Ashley
P.O. Box 495
Tecopa, AZ 86514

Dear Sylvia:

Greetings from warm and sunny Las Cruces! We certainly hope that this letter finds you and yours well and happy. This is our attempt to maintain contact with all our "Rockies" to see how they are faring.

In addition to maintaining contact, we also want to ask for your help. As you know, the trainee program was funded by the Rockefeller Foundation and we are writing our "final" report. You can help us with this report by supplying information about your present employment, rating the program, and identifying strengths and weaknesses of the program for us. This is information that only you, as a past participant in this program, can supply.

Please respond to the enclosed survey postcard. Your replies will be used as part of the report to the Rockefeller Foundation but your responses will be kept confidential. Please return the card by March 8, 1985, or sooner. In return for this much-needed information, we will send you a list of your fellow "Rockies" and their current addresses so that you can all stay in touch.

Although the training program is no longer operational, we would like you to communicate with us regularly. We would especially value any ideas you might have regarding possible ways to offer future training programs.

Thank you for your help with the survey. We look forward to hearing from you soon.

Sincerely,

Harry A. Lujan, Director
American Indian Program

Timothy J. Pettibone, Director
Educational Research Center

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Encl.

FIGURE 1: Initial Survey Cover Letter

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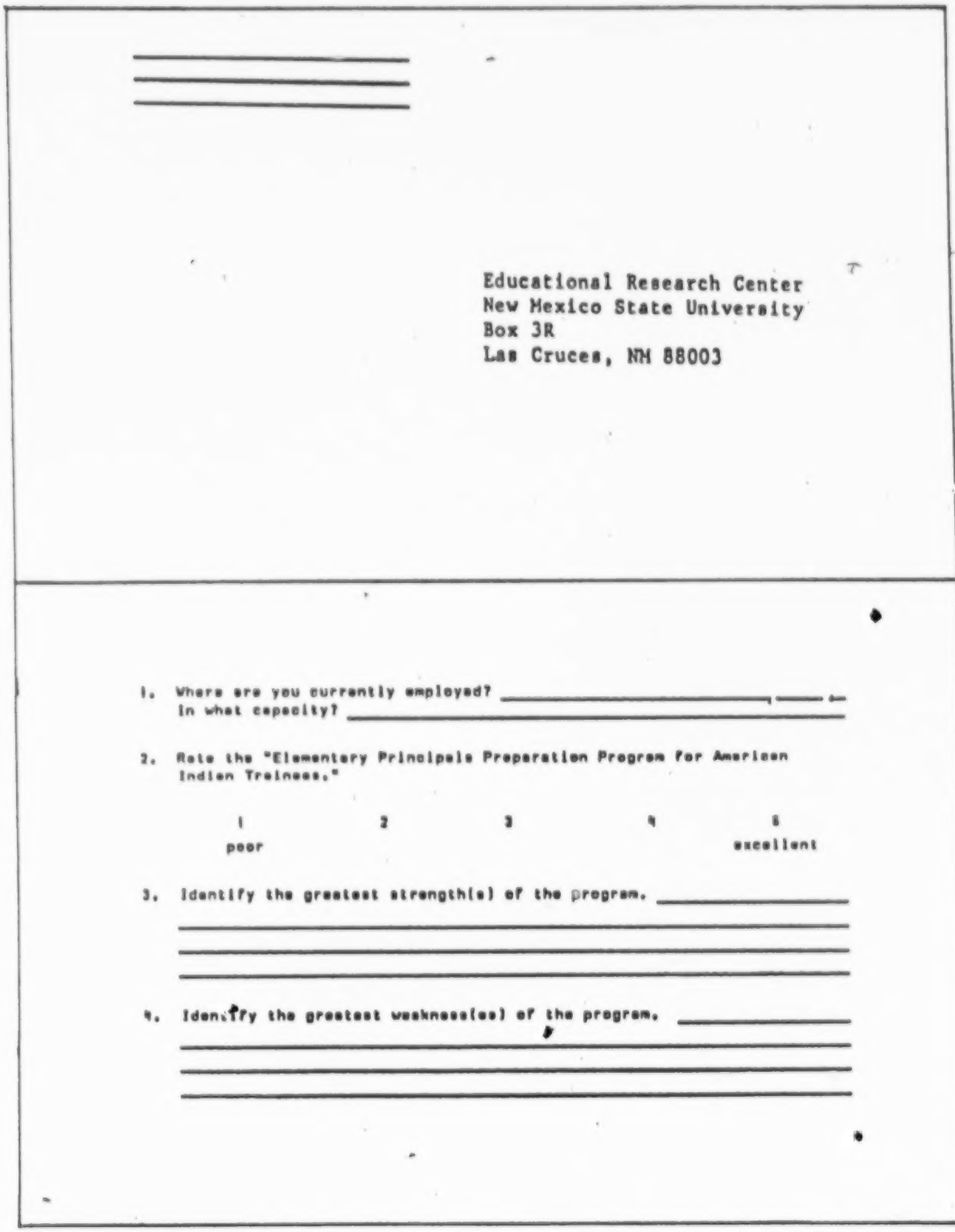

FIGURE 2: Survey Questionnaire Postcard

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can be partially attributed to a clerical oversight: the survey postcards were not prestamped.

Because of the low response rate, a follow-up survey was instituted. It consisted of a different cover letter (Figure 3) and the same questionnaire postcard (this time prestamped). The cover letter, was similar to the one used in the initial survey. It requested the same information as the initial cover letter and set up a deadline for responses.

The follow-up cover letter and questionnaire were mailed only to the Rockies who had not yet responded to the initial survey. An additional 8 Rockies responded to the follow-up survey.

Methods of Analysis

Because the questions were identical in both the initial survey and the follow-up survey, the responses were combined. However, because of the differences in the nature of the questions and the kind of information they required, the responses were analyzed differently.

The responses to Question 1, soliciting current employment information, were arranged into tabular form. Additional information about the employment of the Rockies who did not respond was supplied by the co-directors and is included in this table. The Rocky's name, place of employment, and position were placed in three columns. This table made analysis of the information relatively easy. From the table, three categories emerged: (1) those employed in administrative positions, (2) those employed in related, educational positions, and (3) those employed in positions unrelated to education. Percentages of Rockies in each of these three categories were figured by dividing the number of Rockies in the category by the total. The table and percentages are presented in the Results section.

The responses to Question 2, soliciting a rating of the program from the Rockies were analyzed by tallying the number of responses circled in each rating. Then percentages were figured by dividing the number of responses circled in each rating by the total number of responses. The percentages are presented in the Results section.

The responses to Questions 3 and 4 were narrative in nature and many of the Rockies included more than one response to each question. Therefore, percentages could not be figured. Instead, the responses were examined for trends that could be used to categorize the responses. Tables were constructed by placing the responses in the appropriate category. Then the responses were interpreted. The tables and their interpretation are presented in the Results section.

COLLEGE OF EDUCATION
THE EDUCATIONAL RESEARCH CENTER

OFFICE OF THE DIRECTOR
Box 3R/Las Cruces, New Mexico 88003
Telephone (505) 646-1706

NEW MEXICO STATE UNIVERSITY

June 18, 1985

Dear

Hello again! In February we wrote to you to ask your help in writing a follow-up report for the Rockefeller Foundation about "An Elementary Principal Preparation Program for American Indians." We never received your reply. We are sure you are very busy, however, we would value your input.

Please respond to the enclosed survey postcard so that we can include your replies as a part of the report for the Rockefeller Foundation. Your responses will be kept confidential. Please return the card by Monday, June 24th. This time we even included a stamp for your use.

Thank you for your help with the survey. We look forward to hearing from you soon.

Sincerely,

Harry Lujan
Director
American Indian Program

Timothy J. Pettibone
Director
Educational Research Center

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FIGURE 3: Follow-up Survey Cover Letter

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Results

The overall response rate for the survey was 53 percent. The place of employment and the capacity of employment were ascertained by Question 1. Table 1 presents this information.

TABLE 1: Employment of the Rockies

NAME	PLACE OF EMPLOYMENT	POSITION
Sylvia Ashley	Current address Unknown	
Karen Bates	Tuba City, AZ	Principal
Elaine Benally	ERIC/Clearing House NMSU	Coordinator for Acquisitions
Norma Bixby	Northern Cheyenne Tribe	Director, Career Development
Wilson Bradley	Arizona State University	Graduate Student
Cyrus Chino	Sky City Community School	Principal
Eileen Cimarron	Dzilth-na-odith-hle Community School	Kindergarten Teacher
Rudy Clark	New Mexico State Univerisity	Graduate Student
Linda Eaton	Bloomfield Public Schools	Bilingual Education Specialist
Ray Gachupin	Santa Fe Indian School	Junior High Principal
Bernard Garcia	Sky City Community School	Director of Counseling
Laura Garcia	Isleta Public Schools	Elementary Principal
Robert Gay	Oglala Lakota College	Vice President for Instruction
Charles Hines	Kiowa Tribe of Oklahoma	Higher Education Counselor

TABLE 1 (Continued)

Dale Hunt	Crowpoint Community School	Physical Education Instructor
Barbara Jiron	Bernalillo Public Schools	Teacher
Victoria Johnson	Albuquerque Public Schools	Special Education Specialist
Lynette Kanseah	Mescalero Apache Reservation	Teacher
Barbetta Lockhart	Self-employed	Writer
Faylene Nahohai	Current address unknown	
Lena Natoni	Bloomfield Municipal School	Teacher and Substitute Principal
Cornel Pewewardy	Southwestern Indian Polytechnic Institute	Director, Research and Development (Education Specialist)
Alvina Quam	Albuquerque	Self-employed
Marian Reid	San Felipe Pueblo	Teacher
Gilbert Sanchez	Sky City Community School	Assistant Principal
Alex Sando	College of Ganado	Director, Office of Student Services
Fred Shunkamolah	Current Address Unknown	
Erwin Sice	Fort Wingate Elem. School	Homeliving Specialist
Arlie Stops	Northern New Mexico Community College	Registrar
Aleta Suazo	Home Education Livelihood Program	Program Director

TABLE 1 (Continued)

Ed Vedolla	Ukiah Unified School District	Principal
Lois Waconda	BIA Office of Indian Education Programs	Education Specialist, Chapter 1

Of the Rockies about whom information is available, 100 percent are employed. Of these Rockies, 57 percent are employed in administrative positions, 39 percent are employed in education-related fields, and 4 percent are employed in fields not related to education.

The rating of the program from 1 (poor) to 5 (excellent) by the Rockies was ascertained by responses to Question 2. Of the 18 Rockies who responded, 0 percent indicated that they rated the program a 1, 0 percent rated it a 2, 11 percent rated it a 3, 72 percent rated it a 4, and 17 percent rated it a 5.

The indication of strengths of the program as designated by the Rockies in their responses to Question 3, fall into the three general categories of (1) Curriculum, (2) Personnel, and (3) Rockies. The responses indicating strengths in the first category are presented in Table 2. The responses indicating strengths in the second category are presented in Table 3, and the third category responses are presented in Table 4.

TABLE 2. Strengths of the Program (Curriculum)

- A very well-planned program of studies oriented toward Elementary Education Administration
- Basic preparation for principalship
- Fulfilled requirements for New Mexico Endorsement
- Because of the uniqueness of the educational preparation program specifically designed for American Indians, it provided a unity and bond among the participants.
- Integration of Rockies into regular University classes (not keeping us separate in "Indian Program Only" classes)
- Actual experiences with administrative tasks

TABLE 2 (Continued)

- The diversified experiences ranging from field work in the principalship to Special Education
- The opportunity to perceive and experience actual administrative procedures in public and government-funded schools
- The Rockies had the opportunity to sit on a panel for a counseling class
- Selection of classes was very good
- Most courses relevant to administration program
- Educational Law course has been very useful
- Working in the Las Cruces School System for the Special Education Classes
- Emphasis on independent study and involvement with classes
- Having a set curriculum for students
- Internship program for one semester really helped in knowing what the principalship was all about
- Internship excellent when approached and handled properly
- The internship
- On-site internship
- Internship at Elementary Schools
- Length of the program
- Program length
- Credit hours
- Conference exposure
- Opportunity to attend a conference of interest
- Financial contribution

The responses to Question 3 indicate strengths in the curriculum of the program. Approval in the areas of course selection and content indicate that the curriculum was satisfactory. The respondents also applaud the diversity of the classes, the structure of the coursework, and the amount of courses required for the degree, and, subsequently, certification. Special appreciation was apparent for the applicable educational experiences, especially the internship. The conference experience was appreciated as was the financial contribution.

TABLE 3. Strengths of the Program (Personnel)

o EMD Department is excellent
o NMSU's College of Education
o Instructor Competence
o Moral Support was good
o Support of my advisor
o Support: Administrative (Director, Counselor, and Secretary)
o Contact with professors and program director and staff
o Positive interest and direct involvement of instructors involved
o Individual concern for each student
o Willingness to provide tutoring for subjects on a need basis
o The staff's sincerity and policy of "being there" for us
o The instructors' concern for the students and Lydia (the AIP secretary--without her encouragement, many of us wouldn't have completed the program)
o Personable staff
o Good support from American Indian Program (provided us with studying facilities)
o American Indian Program assistance

The responses to Question 3 also indicate strengths in the personnel involved in the program. General New Mexico State University qualities were singled out such as the College of Education, Department of Educational Management, and the American Indian Program. Several respondents mentioned the quality of the support and concern they received from members of the faculty and staff involved in the program.

TABLE 4. Strengths of the Program (Rockies)

o Cross-section of Rockies
o Study groups
o Rockies worked as a group
o Rockies working together through all coursework

Additional responses to Question 3 indicate strengths perceived by Rockies through the association with fellow Rockies. Value was placed on the idea of working and studying with a diverse group of people concerned about a common goal.

The indication of weaknesses of the program as designated by the Rockies in their responses to Question 4, fall into the three general categories of (1) Curriculum, (2) Personnel, and (3) Miscellaneous. The responses indicating weaknesses in the first category are presented in Table 5. The responses indicating weaknesses in the second category are presented in Table 6, and the third category responses are presented in Table 7.

TABLE 5. Weaknesses of the Program (Curriculum)

o Some of the Indian seminar courses could have been more organized and well structured so as to be more educational and informational
o Need to delete Native American Courses or improve upon their curriculum
o Need more seminars addressing Indian Education

TABLE 5 (Continued)

o Finance class could have exposed more areas of responsibility for administrator's expectation of understanding (budgets, debts, allocations, fringe benefits, proposals, state and national funding agencies, and BIA, private, and public school forms)
o Need a program relating Indian Education (ie. PL 93-561, TOM, BIA and contract school funding)
o Need more special education courses and classroom related methods courses (Suggestion: course in BIA structure, finance, and policies would be helpful)
o Screening of strengths of interns to develop their weaknesses

The responses to Question 4 indicate weaknesses in the curriculum of the program. Several respondents criticized the content of the Native American courses. They indicate more specialized content is needed to address Indian Education. Additionally, lack of general education and administrative content were cited as weaknesses in two of the responses. It should be noted that three of the respondents chose not to identify weaknesses of the program.

TABLE 6. Weaknesses of the Program (Personnel)

o Lack of total commitment from staff
o Lack of timely and constructive communication with American Indian Office
o Lack of coordination between American Indian Program and EMD Department
o Office Hours
o Lack of communication by director on various situations
o Lack of flexibility to assist students with certification requirements
o Lack of contact with professionals

The responses to Question 4 also indicate weaknesses in the personnel involved in the program. Respondents criticized the commitment of the staff, communication and contact with the director, American Indian Office, and other professionals. Frustration was expressed with problems of office hours and flexibility of New Mexico Certification requirements.

TABLE 7. Weaknesses of the Program (Miscellaneous)

o Job Placement
o Placing the Fellows in an administrative position after completion of their practicum in a school setting
o Placement assistance
o The inconsistency of time schedules (Registrar's and Graduate School vs. American Indian Program)
o Public Relations
o Health Care
o Stipend Dispersement

Miscellaneous responses to Question 4 indicated weaknesses in diverse areas. Three respondents relate dissatisfaction with job placement services that they associated with the program. Additionally, general New Mexico State University problems were also criticized.

SUMMARY

Thirty-two program participants, Rockies, were accepted into "An Elementary Principal Preparation Program for American Indian Trainees." These trainees participated in one of five cycles offering a specially designed curriculum for the training of elementary principals in schools with large Native American populations.

A survey conducted on the Rockies yielded a 56 percent response rate. Employment status of the Rockies was determined for all but three. Most of the Rockies are employed in administrative and education-related fields.

The survey also showed great approval of the quality of the training program. One hundred percent rated the program as average to excellent. Additionally, whereas some areas of the program were criticized, many more areas were highly praised.

APPENDIX A

RECRUITMENT BROCHURE

PLEASE POST

NEW MEXICO STATE UNIVERSITY

A Rockefeller Foundation Fellowship

MASTER'S DEGREE PROGRAM

Elementary School Administration

FOR THE AMERICAN INDIAN

Sponsored by
The Office of American Indian Program
and
The Department of Educational Management and Development

P.O. Box 4188, NEW MEXICO STATE UNIVERSITY, LAS CRUCES, NM 88003

An Equal Opportunity/Affirmative Action Employer

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The Program

The master's degree program in elementary administration for the American Indian was recently re-funded by the Rockefeller Foundation, New York City. Financial levels allow for the funding of approximately twelve fellowships for the school year, 1982-1983. The program is designed to cover six managerial facets: (1) curriculum-instruction; (2) pupil personnel; (3) tribal community relations; (4) faculty growth; (5) fiscal responsibility; and (6) cultural maintenance. Efforts will be made to place interns in tribal community school sites during the program sequence.

Stipends

- A stipend of $350 per month, or total of $7,288 for the 13.25 month program. This amount will be awarded each candidate regardless of marital status. Additionally, funds can be obtained from tribal scholarships and loan funds, university loan funds, etc., but it is the applicant's responsibility to apply for aid from these sources.
- All tuition is paid from Rockefeller funds.
- A to and from work-site mileage allowance will be awarded each applicant.

  Expenses for (1) appropriate professional conference of the intern's choice will be provided.

Who May Apply

The following criteria are to be observed:

- A bachelor's degree from any accredited university.
- Possess at least a "B" or 3.0 grade point average for the junior and senior years for regular admission, or at least a 2.5 grade point average for provisional admission. In all cases the Graduate Record Examination must be taken no later than the first semester of enrollment.
- Three years successful teaching experience at the elementary level as documented by a letter of reference from an employing school official.
- Two additional letters of recommendation: one from a tribal official/ leader and one from a former professor or teacher, or other appropriate personnel.

Student Housing

Air-conditioned housing is available at reasonable rates for married and single students.

Deadlines

Time pressures warrant prompt and early attention to all application details should one desire to be considered. The following dates must be rigidly observed:

- All materials submitted by March 6, 1981, *WITHOUT EXCEPTION.*
- Screening committee meets March 8, 1981.
- Successful applicants and first alternates will be notified by telephone where possible the afternoon of March 25, 1981, or as soon as possible thereafter by mail.
- Acceptance or rejection by April 3, 1981.
- Classes begin July 6, 1981.

About NMSU

New Mexico State University is fully accredited by the North Central Association of Secondary Schools and Colleges. It is located in the Southern Rio Grande Portion of the State, approximately 40 miles north of El Paso, Texas. Current enrollment is 11,423. Master's educational specialist, and doctoral programs are offered in several fields of education. The area has many scenic attractions and recreational facilities. Water sports are available at Elephant Butte and Caballo Reservoirs, ski resorts at Cloudcroft and Ruidoso offer winter sports. Hunting and fishing areas are within close proximity.

FOR MORE INFORMATION, CONTACT:

Mr. Harry A. Lujan, Director
Rockefeller American Indian Fellowships
Box 4188, New Mexico State University
Las Cruces, New Mexico 88003
(505) 646-4307
or
Dr. Timothy J. Pettibone, Professor
Educational Management & Development
Box 3H, NMSU
Las Cruces, New Mexico 88003
(505) 646-3428.

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APPLICATION FOR ROCKEFELLER FOUNDATION FELLOWSHIP

NEW MEXICO STATE UNIVERSITY

Return this completed form to Mr. Harry Lujan, Director, Rockefeller American-Indian Fellowships, Box 4188, New Mexico State University, Las Cruces, New Mexico 88003. Notify all college Registrars, whose you have attended, to mail two copies of official transcripts to Mr. Lujan. No action will be taken until all transcripts have been received.

Social Security Number: ☐☐☐-☐☐-☐☐☐☐

LAST NAME ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

FIRST NAME ☐☐☐☐☐☐☐☐☐☐

MIDDLE OR MAIDEN NAME ☐☐☐☐☐☐☐☐☐☐

ADDRESS #1

CURRENT RESIDENCE ADDRESS ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

APARTMENT, ROOM NUMBER, ETC. ☐☐☐☐☐☐☐☐☐☐☐☐

CITY ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ STATE _____ ZIP CODE ☐☐☐☐☐ AREA CODE ☐☐☐-☐☐☐-☐☐☐☐ PHONE NUMBER

Have you previously filed an application for admission to the Graduate School at NMSU? ☐ No ☐ Yes

If yes, date _____

BIRTHDATE | MO ☐☐ | DAY ☐☐ | YEAR ☐☐☐☐

MALE ☐ FEMALE ☐

Tribal Roll No. _____

GRADUATE DEGREE (if any) PLAN TO SEEK AT NMSU ☐ Master's ☐ Education Specialist ☐ Doctor's ☐ Undecided (none)

MAJOR DEPARTMENT (as listed in Graduate Bulletin): Educational Management and Development

Field or Area of Advanced Study: Educational Administration (Major) _____ (Minor)

LIST ALL COLLEGES & UNIVERSITIES YOU HAVE ATTENDED: (include undergraduate, graduate study & Continuing Education at NMSU). List college presently or last attended first, then next previous institution, etc.

Name of College or University	From	To	Degree	Date Awarded or Expected
(Last here college presently attending)				

LIST COLLEGES OR UNIVERSITIES FROM WHICH YOU WISH TO TRANSFER GRADUATE CREDIT:

APPLYING FOR (check one):

☐ 19___ FALL ☐ 19___ INTERIM

☐ 19___ SPRING ☐ 19___ SUMMER I

☒ 19 84 SUMMER II

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Name of Father: _____

Name of Mother: _____

CITIZENSHIP

☐ U.S. ☐ Permanent U.S. Resident ☐ Foreign

If U.S. citizen:

If foreign, country of citizenship: _____ State of Birth: _____

If foreign, country of birth: _____

Visa type: _____

RESIDENCY

If you claim New Mexico residence for tuition purposes, you must have resided in New Mexico for twelve continuous months immediately prior to registration, have all motor vehicles registered in New Mexico and if a registered voter, be registered to vote in New Mexico. Teachers qualify for N.M. residence after teaching one academic year in New Mexico. Military personnel entering service from New Mexico retain New Mexico residence unless they take overt steps to establish residence in another state.

State of *Legal* residence: _____ If New Mexico, County: _____

Length of time, preceding date of this application, that you have resided continuously in New Mexico _____

ADDRESS #2

PERMANENT ADDRESS (if different than address 1) OR PARENT/GUARDIAN, NEAREST LIVING RELATIVE

STREET / BOX NUMBER APARTMENT, ROOM NUMBER, ETC.

CITY STATE ZIP CODE AREA CODE PHONE NUMBER

ADDRESS #3

If an address other than those previously given exists for either spouse, parent/guardian, emergency contact, mailing or billing please provide here.

NAME

STREET OR BOX NUMBER APARTMENT, ROOM NUMBER, ETC.

CITY STATE ZIP CODE AREA CODE PHONE NUMBER

Please indicate which of the three addresses (if any) should be used for each of the purposes listed below by placing the appropriate address number in the box.

☐ Residence ☐ Parents ☐ Emergency Contact ☐ Billing Address

☐ Spouse ☐ Guardian ☐ Mailing Address

I certify that all the information contained in this application is correct and my status is in "good standing" at the last institution attended.

_____ _____

(Signature of Applicant) (Date)

Submit application to:
Office of American Indian Program
P. O. Box 4188
New Mexico State University
Las Cruces, NM 88003

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APPENDIX B

THE ROCKIES

(Cycle, Tribal Affiliation, Internship Site, and Degree Awarded)

TABLE B-1. CYCLE 1

NAME	TRIBAL AFFILIATION	INTERNSHIP SITE	DEGREE AWARDED
Karen Bates	Navajo	Bloomfield Elem. Bloomfield, NM	M.A. 1979
Norma Bixby	Northern Cheyenne/ Zuni	Lame Deer Elem. Lame Deer, Mont.	M.A. 1979
Hoskie Bryant	Navajo	Kayenta Elem. Kayenta, Ariz.	
Shirley Histia	Acoma	Sky City Community School Acoma, NM	M.A. 1975
Barbara Jiron	Isleta	Zuni Elem. Zuni Pueblo, NM	M.A. 1979
Lynette Kanseah	Mescalero Apache	Bent Elem. School Mescalero, NM	M.A. 1979
Barbetta Lockhart	Modoc	Laguna Elem. Laguna Pueblo, NM	M.A. 1979
Fred Shunkamolah	Kiowa/ Osage	Elgin Elem. Elgin, Okla.	M.A. 1979

TABLE B-2. CYCLE 2

NAME	TRIBAL AFFILIATION	INTERNSHIP SITE	DEGREE AWARDED
Cyrus Chino	Acoma	Ft. Wingate Elem. Ft. Wingate, NM	M.A. 1980
Mary Nahohia	Zuni/ Cochiti	Towa Vallane Elem. Zuni Pueblo, NM	M.A. 1980
Cornel Pewewardy	Comanche/ Kiowa	Jefferson Elem. Lawton, Okla.	M.A. 1980
Gilbert Sanchez	Jemez/ Laguna	Jemez Valley Elem. Jemez, NM	M.A. 1980
Alex Sando	Jemez/ Laguna	Jemez Day School Jemez, NM	M.A. 1980
Aleta Suazo	Acoma/ Luguna	San Felipe Day School San Felipe Pueblo NM	M.A. 1980
Eddie Vedolla	Pomo	Frank Zeek Elem. Ukiah, Calif.	M.A. 1980

TABLE B-3. CYCLE 3

NAME	TRIBAL AFFILIATION	INTERNSHIP SITE	DEGREE AWARDED
Sylvia Ashley	Navajo	Central Elem. Las Cruces, NM	M.A. 1981
Bernard Garcia	Acoma	Southern Pueblo Agency School Albuquerque, NM	M.A. 1981
Robert Gay	Oglala Sioux	Powhatten Schools Powhatten, Kan.	M.A. 1981
Charles Hines	Kiowa	Cache Public Schools Cache, Okla.	M.A. 1981
Emmett Hunt	Laguna	Albuquerque Indian School Albuquerque, NM	_____
Alvina Quam	Zuni	Hermosa Heights Elem. Las Cruces, NM	M.A. 1981
Arlie Stops	Crow	Washington Elem. Las Cruces, NM	M.A. 1981
Lois Waconda	Acoma	Sky city Elem. Acoma, NM	M.A. 1981

TABLE B-4. CYCLE 4

NAME	TRIBAL AFFILIATION	INTERNSHIP SITE	DEGREE AWARDED
Wilson Bradley	Navajo	Washington Elem. Las Cruces, NM	M.A. 1982
Lynda Eaton	Navajo	Dzith-na-o-dith-hle Community School Bloomfield, NM	M.A. 1982
Laura Garcia	Acoma	Isleta Elem. Isleta, NM	M.A. 1982
Raymond Gachupin	Jemez	Jemez Day School Jemez, NM	M.A. 1982
Dale Hunt	Laguna	Hermosa Heights Elem. Las Cruces, NM	M.A. 1982
Marie Jiron	Santo Domingo	Longfellow Elem. Albuquerque, NM	———
Victoria Johnson	Isleta	San Felipe Day School San Felipe, NM	M.A. 1982
Marian Reid	Isleta	Isleta Elem. Isleta, NM	M.A. 1982

TABLE B-5. CYCLE 5

NAME	TRIBAL AFFILIATION	INTERNSHIP SITE	DEGREE AWARDED
Elaine Benally	Navajo	Selected Preschools Las Cruces, NM	M.A. 1983
Eileen Cimarron	San Felipe/ Navajo	San Felipe Elem. San Felipe, NM	M.A. 1983
Rudolph Clark	Hualapai	Sky City Community School San Felipe, NM	M.A. 1983
Lena Natoni	Navajo	Blanco Elem. Bloomfield, NM	M.A. 1983
Erwin Sice	Laguna	Canoncito Elem. Camoncito, NM	M.A. 1983